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AUTHOR	Campbell, Laurence R.
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ABSTRACT

This document contains five exploratory studies into the problems faced by high school journalism teachers and publications advisors. "High School Newspaper Problems" investigates the areas of finance, facilities, censorship, freedom of speech, and staff recruitment; "Expectations for Newspaper Staff Members as Learners" samples the views of newspaper advisors and teachers responsible for high school journalism activities; "Cooperative Efforts to Solve School Press Problems" contains advisors' responses to statements about their high school regional and state press associations; "The Newsmagazine--Asset or Liability" explores the merits of the newsmagazine; and "Newspaper Advisers and Freedom of the Press" surveys the attitudes held by newspaper advisors toward freedom of the press. Because of insufficient data, no conclusions were reached. (RB)

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by Dr. Laurence R. Campbell

Director of Quill and Scroll Studies
P.O. Box 3425
Tallahassee, Florida 32303

(Limited research resources have made it necessary to undertake some projects as exploratory studies to sample opinion and test the instrument in the event that more comprehensive inquiry may be made later.)

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HIGH SCHOOL NEWSPAPER PROBLEMS
A Quill and Scroll Study
by Dr. Laurence R. Campbell, Director

Standards of newspaper evaluation and critical services are not unattainable. Yet many high school newspapers each summer fall short of top ratings or the next rating of First Class. Why? They are hurting; they have problems.

These problems were identified again in May, 1974, in a questionnaire sent to many newspaper advisers in the Far West, Rocky Mountains, and Texas. These problems are listed in four tables.

Teachers who participate in these studies are conscientious; they are professional; they are sincere. They hope such studies way help expose the relations between cause and effect. When their newspaper achieves high ratings, they succeed despite obstacles.

Problems may be classified thus:

1) Problems which involve the adult human equation in the school - the active support of the principal, English department, library.

2) Problems of finance which unless solved make it difficult if not impossible to publish news while it is news.

3) Problems of facilities and space as well as library resource materials in journalism-mass media.

4) Problems of staff recruitment, organization, instruction, and guidance which depend on whether the staff is conducted on an extra-curricular basis or has the benefit of basic and advanced journalism courses.

5) Problems of the adviser-teacher, some of whom are handicapped by insufficient professional preparation and others by awkward schedules, heavy loads, and, in some schools, the authoritarian attitudes of the board of education and administration in repudiating the First Amendment by censorship.

Actually many if not all of these problems could be solved within five years by enlightened action of the administration in removing obstacles. Accrediting agencies, state departments of education, and similar agencies could expedite prompt action.

To be sure, problems of public and non-public high schools, of middle schools and senior high schools differ. Local situations vary. Nor do all advisers wholly agree on what the newspaper should do for staff members or the school.

TABLE 1.--Cooperation as a Problem.

	No Problem	Minor Problem	Major Problem
Board of education	48	11	1
Advertisers	35	28	5
Coaches	39	19	3
English Dept. Head	57	5	0
English teachers	56	5	1
English supervisor	57	0	0
Guidance office	48	14	0
Librarian	55	5	0
Parents	49	12	0
Principal	41	18	3
Printer	22	18	14
Student council	37	23	2
Yearbook staff	43	14	3

TABLE 2.--Financing as a Problem

	No Problem	Minor Problem	Major Problem
Selling single copies	18	7	3
Selling subscriptions	19	9	7
Selling advertising	23	18	8
Writing timely ads	20	17	7
Collecting for ads	10	17	4
Keeping accurate records	21	23	2
No subsidy from board	20	7	15
No other subsidy	20	4	19
Raising money by other means	17	11	14
No money to attend state school press conferences	19	19	20
No money to send staffers to summer press workshops	10	10	35

TABLE 3.--Editorial Staff Problems

	No Problem	Minor Problem	Major Problem
Meeting deadlines	12	35	15
Observing style book	10	40	14
Following written guidelines	15	35	9
Attracting boys to staff	39	19	6
Attracting girls to staff	40	16	2
Writing news objectively	23	33	5
Developing depth coverage	11	31	21
Getting newsworthy photographs	21	26	12
Providing desirable recognition	30	22	7
Avoiding trivia, gossip, jokes	42	14	6
Internal rivalry, jealousy	34	26	7

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TABLE 4.--Other Problems

	No Problem	Minor Problem	Major Problem
Space is not well-designed	24	20	17
Not enough typewriters	20	27	16
No dark room	37	12	13
Not enough lockable files	30	19	14
Library books on journalism	28	24	9
No journalism courses	43	11	6
No 2nd year journalism courses	38	12	10
No mass media courses	35	19	9
Journalism textbook	44	13	2
No Quill and Scroll chapter	37	10	11
Local economic situation	38	12	6
Local political situation	43	13	1
Local weather, flood, etc.	49	5	0
Satisfying ethnic groups	43	12	2
Adviser's heavy load	17	24	15
Adviser's awkward schedule	35	16	6

EXPECTATIONS FOR NEWSPAPER STAFF MEMBERS AS LEARNERS

An Exploratory Inquiry by Quill and Scroll Studies

by Laurence R. Campbell, Director

Can teenagers learn to understand the problems and perform the tasks involved in producing a school newspaper? If so, under what conditions? What are reasonable expectations the adviser-teacher may adopt?

These questions involve not only general objectives, but also specific objectives. Perhaps they should involve behavioral objectives related to cognitive, affective, or psychomotor skills.

To answer such questions, it may be desirable to take an inventory of the skills needed to produce a letterpress, offset, or duplicated newspaper and to determine the conditions under which these skills may be efficiently developed.

The purpose of this exploratory inquiry was, first, to sample the views of newspaper advisers in (1) California and (2) other western states and Texas, and, second, to examine the preparation of those responsible for instruction.

Since the scope of the study was not great enough to provide the basis for conclusions, none are presented here, but 30 tables may provide the basis for discussion among advisers as well as for further investigation.

Each table first presents a short statement related to a newspaper publishing task. To the left of each table is a column marked C which refers to the California advisers and O which refers to other advisers.

Item 1 refers to the number of answers of those who thought the instruction could be provided wholly on an extra-curricular basis.

Item 2 refers to the number of answers of those who thought that newspaper production correlated with a first year journalism course was necessary.

Item 3 refers to the number of answers of those who thought production should be correlated with a second year journalism course.

Perhaps the answers indicate a greater faith in the extra-curricular approach than might be expected. It would be interesting to see whether achievement in the evaluative or critical services supports this position.

To the right of each table the column C and the column O also refer to California and other advisers.

Item 1 refers to the number who believe that a newspaper adviser who has no college journalism courses can provide effective instruction.

Item 2 refers to the number who believe that the newspaper adviser should have a minimum of 18 quarter or 12 semester hours.

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Item 3 refers to the number who believe that a major or degree in journalism is desirable.

To be sure, there are self-taught advisers who care enough about their professional preparation to overcome some of their limitations. Unfortunately there are others who perceive no inadequacies and scorn exposure to depth study of journalism.

		C	O		C	O
1) Differentiate between news stories and other narratives	1	10	4	1	10	4
	2	18	14	2	14	14
	3	18	14	3	13	8
2) Write leads which answers 5 W's and how if necessary	1	11	7	1	11	4
	2	17	13	2	14	14
	3	16	13	3	12	8
3) Report and verify facts in school news situation	1	12	4	1	9	3
	2	16	14	2	13	13
	3	18	13	3	13	9
4) Write news stories of 1, 2, 3, or 4 paragraphs	1	12	7	1	12	4
	2	17	13	2	13	14
	3	17	14	3	12	8
5) Write longer news stories	1	10	3	1	7	2
	2	14	11	2	13	11
	3	19	14	3	11	9
6) Write sports news stories	1	12	6	1	10	3
	2	16	11	2	14	12
	3	17	14	3	10	9
7) Write editorials supported by logic and editorials	1	9	4	1	7	5
	2	14	12	2	13	12
	3	18	13	3	13	8
8) Write feature articles	1	9	6	1	7	4
	2	15	14	2	14	11
	3	19	13	3	12	10
9) Observe deadlines for newspaper content	1	11	6	1	13	4
	2	16	12	2	11	13
	3	19	14	3	12	8

		C	O		C	O
10) Prepare copy in the form required for newspaper use.....	1	9	6	1	8	3
	2	19	14	2	14	12
	3	18	14	3	12	10
11) Observe style rules.....	1	9	7	1	8	5
	2	19	13	2	13	11
	3	18	14	3	12	10
12) Write 12-point, 14-point, 18-point headlines.....	1	7	5	1	9	13
	2	16	12	2	13	13
	3	20	12	3	12	8
13) Plan the makeup of inside pages.....	1	9	5	1	7	2
	2	13	10	2	14	12
	3	20	12	3	12	9
14) Plan the makeup of page one.....	1	10	5	1	7	2
	2	12	12	2	14	12
	3	19	14	3	12	9
15) Sell single copies or subscriptions..	1	7	3	1	9	4
	2	15	5	2	11	9
	3	14	9	3	11	7
16) Sell advertising to local merchants..	1	7	3	1	9	3
	2	15	10	2	13	10
	3	14	14	3	11	10
17) Write advertising with timely sales appeal.....	1	6	2	1	6	3
	2	10	10	2	12	10
	3	15	13	3	12	9
18) Detect bias, slant, editorializing in the news.....	1	8	6	1	7	4
	2	17	14	2	12	11
	3	15	13	3	12	9
19) Prepare a dummy for a letterpress newspaper.....	1	8	1	1	5	2
	2	2	6	2	13	10
	3	13	6	3	10	10
20) Prepare the pasteup of an offset newspaper.....	1	8	4	1	6	3
	2	9	12	2	13	11
	3	19	13	3	13	10

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		C	O		C	O
21) Write depth news stories based on investigative reporting.....	1	5	3	1	8	2
	2	10	10	2	10	11
	3	20	13	3	14	9
22) Write feature articles about people, places.....	1	5	5		8	3
	2	13	13	2	13	14
	3	18	14	3	11	9
23) Cooperate as a member of the publishing team.....	1	8	5	1	10	5
	2	13	13	2	8	13
	3	15	14	3	11	9
24) Understand relationship of past involvement to paper.....	1	8	5	1	9	4
	2	18	13	2	10	11
	3	17	15	3	12	9
25) Understand libel, copyright, invasion of privacy.....	1	8	3	1	7	3
	2	16	12	2	10	11
	3	18	14	3	13	10
26) Measure a photograph to determine its dimensions enlarged or reduced.....	1	5	4	1	8	2
	2	14	11	2	12	10
	3	20	12	3	12	10
27) Fit copy to space--i.e., determine approximately how many column inches of space a typewriter story will take.....	1	8	4	1	9	3
	2	13	10	2	10	11
	3	24	12	3	11	10
28) Conduct a poll to determine student opinion.....	1	8	5	1	12	5
	2	16	11	2	10	13
	3	15	14	3	11	8
29) Exercise good judgment in editing school newspaper.....	1	9	4	1	8	4
	2	11	11	2	10	12
	3	20	14	3	13	8

		C	O		C	O
30) Participate in choosing newspaper editor-in-chief.....	1	9	3	1	8	4
	2	13	6	2	11	10
	3	19	12	3	12	10

If a future study is undertaken, it may be limited to one state or to one region or possibly to states in different regions, for example, the Far West and New England.

Suggestions:

1) The list of tasks should be developed to recognize clearly the specific tasks of offset, letterpress, and duplicated news media.

2) The respondents should be given the opportunity to indicate the extent to which curricular or co-curricular instruction is adequate.

3) The respondents should be in senior high schools or in junior high and middle schools, not both, but may be in public or nonpublic.

4) The relationship of teacher preparation might or might not be a separate study.

5) The rating in a national critical or evaluation service should be included.

6) The tasks might be stated in terms of behavioral objectives.

Quill and Scroll Studies appreciates the interest and effort of the teachers who showed their professional interest by participating.

COOPERATIVE EFFORTS TO SOLVE SCHOOL PRESS PROBLEMS
An Exploratory Inquiry by Quill and Scroll Studies
by Laurence R. Campbell, Director

Can the school publication adviser solve his problems alone? Some, yes; others, no. At least many advisers seek cooperation not only of their co-workers, but also of state, regional, and other organizations that could or should help them.

This exploratory inquiry conducted by Quill and Scroll Studies samples the views of two sets of advisers: those in California and those in other western states and Texas, most of them members of one or two organizations of advisers.

For nearly half a century publication advisers have had the opportunity to affiliate with the Columbia Scholastic Press Advisers Association or the Journalism Education Association formerly known as the National Association of Journalism Directors.

Those with eyes on the past may applaud the leaders of both organizations, some of them pioneers in student journalism. Similarly they may recognize the achievements of each organization in the improvement of student publications.

Yet those with eyes on the future continue to wonder if the motto - united we stand, divided we fall - may not provide the basis toward which we should move before 1980.

In any event, advisers were asked to indicate whether they agreed or disagreed with this statement:

> The Journalism Education Association and Columbia Scholastic Press Advisers Association should engage in annual consultations, initiate cooperative ventures, and work expeditiously toward eventual union.

With this statement, 24 California advisers agreed, 4 disagreed; 14 western advisers agreed, 3 disagreed. Would it not be easy for each organization through its own media to ask its members the three questions implied by the statement?

The advisers were asked to indicate the extent to which they disagreed with statements about their high school press association. There are several sectional associations in California, and a state-wide organization may be formed:

1. The high school press association in this state provides year-round effective guidance and leadership for student publications.
   California: Yes, 10; no, 15; no opinion, 6.
   Other: Yes, 12; no, 9; no opinion, 1.

2. It provides satisfactory conferences in the fall or spring.
   California: Yes, 18; no, 5; no opinion, 6.
   Other: Yes, 21; no, 1; no opinion, 0.

3. It arranges good sectional meetings for different parts of the state.
   California: Yes, 14; no, 12; no opinion, 5.
   Other: Yes, 5; no, 14; no opinion, 3.

4. It provides an informative newsletter at least four times a year.
   California: Yes, 15; no, 11; no opinion, 6.
   Other: Yes, 17; no, 4; no opinion, 0.

5. It provides an annual directory of school publications.
   California: Yes, 5; no, 19; no opinion, 7.
   Other: Yes, 9; no, 11; no opinion, 1.

6. It provides a satisfactory critical or evaluation service.
   California: Yes, 4; no, 23; no opinion, 5.
   Other: Yes, 13; no, 8; no opinion, 1.

7. It provides a good summer workshop for publication advisers.
   California: Yes, 4; no, 20; no opinion, 7.
   Other: Yes, 14; no, 6; no opinion, 2.

8. It provides a good summer workshop for high school staff members.
   California: Yes, 5; no, 19; no opinion, 7.
   Other: Yes, 13; no, 7; no opinion, 1.

The role of the high school press association also was examined in relation to its concern in these three areas:

1. Certification of journalism teachers.

2. Facilities of school publications.

3. Library resources for journalism-mass media study.

Advisers were asked to report the extent to which the state high school press association and other organizations were actively involved in improving the situation. The first series concerns the evidence of strong support, moderate support, or no support from these ten sources:

	Strong Support	Moderate Support	No Support Evident
1) Regional accrediting agency			
California	1	3	17
Other	4	1	11
2) State department of education			
California	1	3	18
Other	5	8	11
3) State university school of education			
California	1	10	11
Other	3	5	9

	Strong Support	Moderate Support	No Support Evident
4. State schools and departments of journalism			
California	4	11	9
Other	7	3	7
5. Superintendents, principals			
California	2	6	15
Other	2	5	9
6. NCTE, state unit			
California	2	9	9
Other	2	4	10
7. State organization of school publication advisers			
California	12	7	6
Other	8	4	5
8. State high school press association			
California	7	7	9
Other	6	5	6
9. Heads of high school departments of English			
California	2	4	17
Other	3	4	11
10. Your active support			
California	12	5	8
Other	7	5	6

The second phase concerns efforts to establish publication headquarters that meet standards of "Space and Equipment Guidelines for Student Publication."

	Strong Support	Moderate Support	No Support Evident
11. Regional accrediting agency			
California	0	2	18
Other	4	2	9
12. State department of education			
California	0	0	20
Other	2	2	12
13. State high school press association			
California	1	2	17
Other	2	7	7

	Strong Support	Moderate Support	No Support Evident
14. State organization of school publication advisers			
California	4	4	12
Other	6	4	5
15. NCTE, state unit			
California	0	0	21
Other	2	5	9

The third phase concerns efforts to establish adequate library resources in journalism-mass media. In 1974 Quill and Scroll Studies issued a study entitled "Senior High School Libraries Neglect Journalism-Mass Media Resources" based on Florida.

	Strong Support	Moderate Support	No Support Evident
16. Regional accrediting agency			
California	0	2	17
Other	2	3	9
17. State high school press association			
California	1	1	17
Other	6	2	7
18. State organization of school publication advisers			
California	1	3	16
Other	5	4	6
19. State organization of high school librarians			
California	0	1	18
Other	2	4	9
20. NCTE, state unit			
California	0	1	18
Other	2	4	9

These five "random" queries elicited the responses reported below:

	Agree	Disagree
An adult certified to teach English without journalism or mass media automatically is qualified to supervise student publication and teach journalism-mass media courses.		
California	2	32
Other	0	21

	Agree	Disagree
The active, positive, constructive support of the Newspaper Fund for the school press has increased since 1970.		
California	22	7
Other	14	5
The NCTE gives satisfactory support to student publications.		
California	3	26
Other	5	12
The NCTE conferences give satisfactory attention to student publications.		
California	3	27
Other	5	13
The English Journal gives satisfactory space and attention to student publications and journalism-mass media courses.		
California	3	27
Other	5	10

The exploratory inquiry also suggested that evaluation and critical services may need searching scrutiny with regard to issues that relate to underlying education principles. Should these issues be re-examined; so far as ratings of All-American, Medalist, and International are concerned:

1. When the adviser performs many of the tasks of producing the publication - rewriting, editing, picture measuring, etc.
   California: Yes, 26; no, 7; no opinion, 1.
   Other: Yes, 14; no, 10; no opinion, 0.

2. When the editor-in-chief or coeditors are chosen by the adviser alone rather than by a student board or staff with adviser participation.
   California: Yes, 15; no, 17; no opinion, 5.
   Other: Yes, 12; no, 10; no opinion, 2.

3. When the administration through the principal, adviser, or some other adult alters or expunges copy it dislikes or of which it disapproves.
   California: Yes, 18; no, 14; no opinion, 4.
   Other: Yes, 13; no, 10; no opinion, 1.

4. When the publication makes a deficit of more than $100 without an unusually good explanation - economic dislocation locally, community a disaster area, etc.
   California: Yes, 14; no, 19; no opinion, 8.
   Other: Yes, 10; no, 10; no opinion, 4.

5. When the advertisements in the newspaper fail to change copy each issue to guarantee advertisers a timely sales appeal in each advertisement.
   California: Yes, 10; no, 21; no opinion, 7.
   Other: Yes, 9; no, 8; no opinion, 7.

Answers taken for granted in the 1930s and 1940s may not be satisfactory in the 1970s and 1980s. If the evaluation or critical service looks at the physical product without regard to the educational principles or ethical issues, perhaps these statements may be dismissed.

Still another question should be asked: should all newspapers and newsmagazines be evaluated without considering the age of the "news" published - that is, whether the news occurred one week, three weeks, or more than a month ago?

Both advisers and student journalists may discuss some of the issues noted herein and consider what steps they may take to improve the situation of the school press.

THE NEWSMAGAZINE--ASSET OR LIABILITY

An Exploratory Inquiry by Quill and Scroll
by Laurence R. Campbell, Director

Is the newsmagazine an asset or liability in the senior high school? It is difficult to answer this question because newsmagazine advisers have not responded to systematic inquiries. Such an inquiry was made in the fall of 1973.

Quill and Scroll Studies circulated a questionnaire to more than one hundred high school newsmagazines. Only 15 advisers replied to the 181-item inquiry. Obviously there were too few to suggest any conclusions.

The study opened with a section on general information. It revealed that most of the schools were public, coeducational, senior high schools with an enrollment of more than 1,000 students. Only two reported a significant minority.

Twelve of the newsmagazines were printed by offset. One was published every week and only three every two weeks. Hence, it is fair to ask whether the news was still news by the time it was presented in print.

Of the 15, eight reported a profit, five a deficit, and two did not report. Six were distributed free to students. Eleven sold advertisements. Seven received a subsidy.

Almost one-half reported lack of funds as well as inadequate space and facilities. Only a few reported poor staff training, poor library resources, weak faculty support, or censorship by the principal. Very few reported local problems.

Considerable attention was given to news coverage--co-curricular, curricular, and community to discover whether advance, followup or other stories were published on specific news sources. The data indicated a systematic news coverage.

Strengths of the newsmagazine were:

1) Emphasis is on depth in investigating and interpreting.
2) The format is more attractive typographically.
3) Quality of writing.

None presented evidence that news was published while it was news. Obviously stale news is undesirable whether published in a newspaper or newsmagazine.

To sample advisers' viewpoints, Quill and Scroll Studies early in 1974 queried a number of advisers in states in the West and Texas. Here are eight statements with which they expressed agreement, disagreement, or no opinion.

1) The newsmagazine cover usually is more attractive than the front page of the newspaper. Yes, 16; no, 9; no opinion, 11.

2) The newsmagazine usually is published more often than the newspaper and therefore has more timely content. Yes, 1; no, 26; no opinion, 10.

3) The newsmagazine usually is published less often than the newspaper and therefore usually is better written. Yes, 16; no, 8; no opinion, 13.

4) The newsmagazine provides better depth coverage by stressing investigative and interpretative reporting. Yes, 24; no, 4; no opinion, 10.

5) The newsmagazine eliminates small news such as little clubs, little class meetings, intramural sports to save space for big news. Yes, 18; no, 9; no opinion, 10.

6) The newsmagazine because of its dimensions is easier to handle, to read and to keep. Yes, 19; no, 6; no opinion, 12.

7) The newsmagazine staff has time to think through controversial issues and to present them more objectively and tactfully. Yes, 20; no, 6; no opnion, 12.

8) The newsmagazine is better adapted to the needs of the big school where complete coverage is difficult to develop. Yes, 15; no, 11; no opinion, 11.

NEWSPAPER ADVISERS AND FREEDOM OF THE PRESS
An Exploratory Inquiry by Quill and Scroll Studies
by Laurence R. Campbell, Director

Newspaper advisers in California, western states, and Florida generally support the First Amendment and believe that school publications are entitled to protection from censorship.

Early in 1974 Quill and Scroll Studies sampled the viewpoints of 94 high school librarians, newspaper advisers, journalism teachers, and county supervisors of English in Florida senior high schools.

Their views are compared herein with those of 36 California advisers and 26 advisers from other western states and Texas. Since the two studies do not cover precisely the same content, comparisons are not feasible on some issues.

These exploratory studies have been undertaken only to sample small publics. It is not suggested that any conclusions be drawn from them. As usual, a few assert that they do not understand the instrument, but they were few.

It is somewhat puzzling to note that participants who grant the individual freedom to speak, write, or listen often are reluctant to grant him freedom not to speak, write, or listen.

It is saddening to note how many advisers engaged in censorship as well as to report that many frequently are criticized by other teachers for the work of the amateurs who publish the newspaper.

This exploratory study is presented as a means of improving questionnaires as well as suggesting classroom discussions of the issues involved, especially when appropriate court decisions are cited.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1) Public schools have been considered in "loco parentis" to (those) who attend school. In the absence of the parent in the school environment, the school must be allowed to exercise mature judgment such as should be exercised by a mature parent.					
California	15	10	7	3	1
Other Western	11	9	1	1	0
2) Students in school as well as out of school are "persons" under our Constitution....In the absence of a specific showing of constitutionally valid reasons to regulate their speech, students are entitled to freedom of expression of their views.					
California	22	9	2	2	1
Other Western	11	8	1	3	0

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
3) The risk taken if a few abuse their First Amendment rights of free speech and press is outweighed by the far greater risk run by suppressing free speech and press among the young.					
California	22	10	3	1	0
Other Western	12	5	0	6	0
4) "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."					
California	32	3	0	0	0
Other Western	18	5	0	0	0
Florida	80	8	3	2	1
5) Censorship is the wrong word to use with regard to limitations on expression imposed by adviser, faculty member, or administrator....In the simple truth, then, censorship becomes a fact only when restrictions are imposed from outside the paper's ownership.					
California	8	12	2	5	9
Other Western	2	8	2	4	6
6) It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox and unpopular with the majority.					
California	25	7	2	1	1
Other Western	18	5	0	1	0
Florida	62	3	1	0	1
7) Publishers and librarians do not need to endorse every idea or presentation contained in the books they make available. It would conflict with public interest for them to establish their own political, moral, or aesthetic views as the sole standard for determining what books should be published or circulated.					
California	26	7	1	0	0
Other Western	18	3	0	2	0
Florida	73	3	1	0	0
8) It is contrary to the public interest for publishers or librarians to determine the acceptability of books solely on the basis of the personal history or political affiliations of the authors.					
California	7	7	6	3	3
Other Western	13	7	0	2	0
Florida	65	3	4	0	2

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
9) The present laws dealing with obscenity should be vigorously enforced. Beyond that, there is no place in society for extralegal efforts to coerce the taste of others, to confine adults to reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.					
California	21	11	4	0	0
Other Western	5	7	5	5	1
Florida	29	41	10	6	8
10) It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or the author as subversive or dangerous.					
California	21	11	5	0	0
Othern Western	11	5	3	2	0
Florida	53	21	7	6	0
11) It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality of thought and expression. By the exercise of this affirmative responsibility, bookmen can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.					
California	25	7	4	0	0
Other Western	10	11	1	0	0
Florida	56	27	5	7	1
12) The right to speak.					
California	31	2	0	0	0
Other Western	20	21	0	0	0
Florida	79	11	0	0	0
13) The right to speak anonymously.					
California	10	5	2	10	5
Other Western	6	2	4	7	2
Florida	35	15	0	14	5
14) The right not to speak.					
California	29	1	0	4	0
Other Western	20	3	1	0	0
Florida	68	15	0	1	1
15) The right to write.					
California	32	1	1	0	1
Other Western	19	3	0	0	0
Florida	79	11	0	0	0
16) The right to write anonymously.					
California	8	6	2	8	9
Other Western	6	6	3	5	2

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
17) The right not to write.					
California	28	4	0	1	0
Other Western	17	5	0	1	0
18) The right to listen.					
California	32	2	0	0	0
Other western	18	4	0	0	0
Florida	78	12	0	0	0
19) The right not to listen.					
California	26	1	0	3	3
Other Western	17	4	0	0	0
Florida	69	13	0	1	1
20) The right to know.					
California	32	2	1	0	0
Other Western	21	2	0	0	0
Florida	73	13	0	0	0
21) The right of access.					
California	23	8	1	0	0
Other Western	20	1	2	0	0
Florida	60	17	0	1	0
22) Public business at meetings of the city, county, state, and federal levels should be open to the public.					
California	33	2	0	0	0
Other Western	19	4	0	1	0
23) All meetings of the local board of education should be conducted in public under conditions which make it possible for the public to attend, to see, and to hear how deliberations are conducted and decisions are made.					
California	30	3	0	0	0
Other Western	13	5	2	3	
24) Access to the foregoing meetings should not be denied to teenagers, some of whom may come as student reporters.					
California	34	1	0	0	0
Other Western	18	4	1	0	0
25) Professional newsmen should be protected by shield laws to preserve the confidentiality of news sources.					
California	27	4	3	2	0
Other Western	11	10	4	0	1
Florida	29	29	0	9	8
26) Persons criticized by news media should be given equal space in print media and equal time on nonprint media for a rebuttal.					
California	15	6	8	4	2
Other Western	10	11	2	1	1
Florida	37	35	0	7	3

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
27) If teenagers are to learn to think, speak, and write for themselves, we should accept both creativity in expression and diversity of viewpoint in student media.					
California	26	9	0	1	0
Other Western	17	7	0	0	0
Florida	87	0	0	2	0
28) Teenagers as consumers and as amateur journalists need to study not only freedom of the press, but also libel, copyright, and other laws that relate to legal aspects of publishing.					
California	4	0	3	6	22
Other Western	17	6	0	0	0
29) It is improper for students to express an opinion in print which differs from that of the official views of the academic power structure as enunciated by the principal.					
California	4	0	3	6	22
Other Western	2	1	0	6	14
30) Only news which reflects credit to the school should be printed.					
California	1	0	2	9	23
Other Western	0	0	0	14	11

	Yes	No	Undecided
31) A faculty member attempted to have a book, periodical, or newspaper removed from the school library because of his disapproval.			
California	4	22	9
Other Western	3	13	8
Florida	10	62	0
32) Local group--parents, veterans, etc.--attempted to have a book, periodical, or newspaper removed from the school library because of its disapproval.			
Califonria	2	24	10
Other Western	5	9	10
Florida	27	48	0
33) The principal ordered newspaper content to be altered or expunged because of his disapproval.			
California	6	28	1
Other Western	3	19	2
34) The newspaper adviser required newspaper content to be altered or expunged because of his disapproval.			
California	14	21	0
Other Western	14	6	0

	Yes	No	Undecided
35) Students on the newspaper staff were disciplined, suspended, or expelled because of their participation on the staff.			
California	2	32	0
Other Western	1	21	1
Florida	35	41	0
36) The newspaper adviser was subjected to criticism because of newspaper content which others disliked or disapproved.			
California	19	4	1
Other Western	12	10	1
37) School news available to local news media is available to the school newspaper staff at times fitting publication dates.			
California	25	5	3
Other Western	18	3	3
58) The yearbook generally evokes less criticism for its content than does the newspaper			
California	29	5	0
Other Western	19	5	0